

Visitors' report

<b>Name of education provider</b>	University of Glamorgan
<b>Programme name</b>	Supplementary Prescribing
<b>Mode of delivery</b>	Part Time
<b>Relevant part of HPC register</b>	Physiotherapy Podiatry/Chiropody Radiography
<b>Relevant entitlement(s)</b>	Supplementary Prescribing
<b>Date of visit</b>	Tuesday 21 October 2008

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## Executive summary

The Health Professions Council (HPC) approve educational programmes in the UK which health professionals must complete before they can apply to be registered with us. The HPC is a health regulator and our main aim is to protect the public. The HPC currently regulates 13 professions. All of these professions have at least one professional title which is protected by law. The HPC keep a register of health professionals who meet our standards for their training, professional skills, behaviour and health.

As well as approving educational programmes for people who want to join the Register, the HPC also approve a small number of programmes for those already on the Register. The post-registration programmes we currently approve are supplementary prescribing programmes (for chiropodists / podiatrists, radiographers and physiotherapists) and programmes in local anaesthetics and prescription-only medicine (for chiropodists / podiatrists).

The visitors' report which follows outlines the recommended outcome made by the visitors on the approval of the programme. This recommended outcome was accepted by the Education and Training Committee (Committee) on 10 February 2009. At the Committee meeting on 10 February 2009, the programme was approved. This means that the education provider has met the condition(s) outlined in this report and that the programme meets our standards of education and training (SETs) and ensures that those who complete it meet our standards of proficiency (SOPs) for their part of the Register. The programme is now granted open ended approval, subject to satisfactory monitoring.

## Introduction

The HPC visited the programme at the education provider as it was a new programme which was seeking HPC approval for the first time. This visit assessed the programme against the standards of education and training (SETs) and considered whether those who complete the programme meet the standards of proficiency (SOPs) for their part of the Register.

This visit was an HPC only visit. The education provider did not validate or review the programme at the visit and the professional body did not consider their accreditation of the programme. The education provider supplied an independent chair and secretary for the visit.

## Visit details

Name of HPC visitors and profession	Dr Jean Mooney (Chiropodist/Podiatrist) Mr Gordon Pollard (Paramedic)
HPC executive officer(s) (in attendance)	Miss Elisa Simeoni
Proposed student numbers	Maximum 30
Proposed start date of programme approval	Monday 2 March 2009
Chair	Mr Terry Kell (University of Glamorgan)
Secretary	Ms Alexia Attard (University of Glamorgan)

## Sources of evidence

Prior to the visit the HPC reviewed the documentation detailed below, sent by the education provider.

	Yes	No	N/A
Programme specification	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Descriptions of the modules	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SETs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping document providing evidence of how the education provider has met the SOPs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Practice placement handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum vitae for relevant staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
External examiners' reports from the last two years	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Prescribing for Physiotherapy, a position paper from the profession in Wales	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CD-Rom of Glamorgan Clinical Simulation Centre	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HPC did not review all curriculum vitae for relevant staff prior to the visit as the education provider did not submit all of them. However, they did table the missing CVs at the visit itself.

The HPC did not review the external examiners' reports from the last two years as the education provider did not submit them. However, they did table them at the visit itself.

The HPC did not review the mapping document providing evidence of how the education provider has met the SOPs prior to the visit as a mapping document was not required by the visitors as the programme is a post-registration qualification.

During the visit the HPC saw the following groups or facilities;

	Yes	No	N/A
Senior managers of the education provider with responsibility for resources for the programme	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Programme team	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placements providers and educators/mentors	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning resources	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specialist teaching accommodation (e.g. specialist laboratories and teaching rooms)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The HPC met with previous students from the supplementary prescribing and independent prescribing programmes for nurses as the programme seeking approval currently does not have any students enrolled on it.

## Recommended outcome

To recommend a programme for approval, the visitors must be assured that the programme meets all of the standards of education and training (SETs) and that those who complete the programme meet our standards of proficiency (SOPs) for their part of the Register.

The visitors agreed to recommend to the Education and Training Committee that a number of conditions are set on the programme, all of which must be met before the programme can be approved.

The visitors agreed that 43 of the SETs have been met and that conditions should be set on the remaining 20 SETs.

Conditions are requirements that the education provider must meet before the programme can be recommended for approval. Conditions are set when certain standards of education and training have not been met or there is insufficient evidence of the standard being met.

The visitors have also made a number of recommendations for the programme. Recommendations are observations on the programme or education provider which do not need to be met before the programme is recommended for approval. Recommendations are normally set to encourage further enhancements to the programme and are normally set when it is felt that the particular standard of education and training has been met at, or just above the threshold level.

The visitors have also made a commendation. Commendations are observations of innovative best practice by a programme or education provider.

## Conditions

### **2.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to make or take up the offer of a place on a programme.**

**Condition:** The education provider must redraft the programme documentation to reflect that an HPC-registered Allied Health Professional (AHP) who successfully completes the programme will have the HPC register annotated with the Supplementary Prescribing entitlement.

**Reason:** In the programme documentation submitted prior to the visit, there were references made that on successful completion of the programme, people will require registration with HPC. However, as the students on the programme will already be HPC registered and in order to give applicants the information they require to make an informed choice about whether to make or take up the offer of a place on the programme, the visitors wish the education provider to amend the programme documentation to clearly state that HPC-registered AHPs who successfully complete the programme will have the HPC Register annotated with the Supplementary Prescribing entitlement.

### **2.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to make or take up the offer of a place on a programme.**

**Condition:** The education provider must produce clear information to give applicants the information they require to make an informed choice about whether to make or take up the offer of a place on a programme.

**Reason:** In the documentation submitted and in discussion with the programme team, it was clear that information was not made available to applicants. Therefore, the visitors said that the education provider must produce this information in order for applicants to have all the information they require to make an informed choice about whether to make or take up the offer of a place on a programme.

### **2.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to make or take up the offer of a place on a programme.**

**Condition:** The education provider must ensure that references to the roles and requirements of professional bodies and regulatory bodies are accurate and up-to-date.

**Reason:** The documentation currently fails to distinguish the different roles and requirements of the regulatory and professional bodies of the different

professions that will have access to the programme. This information must be updated so that applicants have the correct information they require to take up a place on the programme.

**2.1 The admissions procedures must give both the applicant and the education provider the information they require to make an informed choice about whether to make or take up the offer of a place on a programme.**

**Condition:** The education provider must redraft the programme documentation to include references to AHPs.

**Reason:** The documentation provided prior to the visit did not reflect the inclusion of AHPs on the programme and sometimes only referred to nurses and pharmacists. Therefore the programme documentation, in particular the student handbook, must be updated to also reflect that Physiotherapists, Radiographers and Podiatrists/Chiropodists will enrol onto the programme.

**2.2.1 The admissions procedures must apply selection and entry criteria, including evidence of a good command of written and spoken English.**

**Condition:** The education provider must submit evidence that the programme documentation includes reference to the required English Level for registered AHPs.

**Reason:** The documentation that was submitted to the visitors prior to the visit did not include a statement on the level of English required for the programme. Whilst the prospective students will be registered AHPs and the standard of proficiency regarding the level of English will be met, there was no mention of this in the student handbook. Students on this programme need to be able to communicate in English to the standard equivalent to level 7 of the International English Language Testing System with no element below 6.5.

**2.2.2 The admission procedures must apply selection and entry criteria, including criminal conviction checks.**

**Condition:** The education provider must submit evidence that the programme documentation includes information that applicants will be required to show evidence that they have undertaken a recent Enhanced Criminal Record Bureau (CRB) check prior to enrolment on the programme.

**Reason:** The documentation that was submitted to the visitors prior to the visit did not include any information about enhanced CRB checks carried out prior to admission to the programme. The application form for admission only asked applicants to answer the following closed questions "Do you have any relevant criminal convictions" and stated "If you tick yes, you may be required to provide further details". In particular, pre-programme information for students must include detail on the need for an enhanced CRB check and the procedures in

place should the applicant receive a positive identification. The visitors wish also to remind the education provider that for overseas students, CRB checks need to be undertaken 3 months after arrival in the UK in order to be effective.

### **2.2.3 The admissions procedures must apply selection and entry criteria, including compliance with any health requirements.**

**Condition:** The education provider must submit evidence that the programme documentation includes information about any health requirements.

**Reason:** The documentation submitted to the visitors prior to the visit did not contain information about health requirements. In discussion with the senior team, it was clear that the education provider did not ask students to bring evidence of recent health checks to the start of the programme. The programme team explained that until recently, people were coming from solely an NHS background and therefore did not have any particular concern about health requirements for their students. However, with the inclusion of AHPs on the programme, an outline of pre-programme enrolment health requirements, in particular within the student handbook, needs to be produced to better inform students of any programme-related health requirements.

### **2.2.4 The admission procedures must apply selection and entry criteria, including appropriate academic and/or professional entry standards.**

**Condition:** The education provider needs to resubmit the programme documentation, including the documentation available to students on the programme, to include which registered AHPs can enrol onto the programme and to update the documents accordingly.

**Reason:** The programme documentation only stated that Physiotherapists could enrol onto the programme. The senior team confirmed during the visit that they wish Radiographers and Podiatrists/Chiropodists also to have access to the programme. Therefore the programme documentation needs to clearly state that Physiotherapists, Radiographers and Podiatrists/Chiropodists can be accepted on the programme. Moreover, necessary modification in the programme documentation must be made accordingly.

## **3.2 The programme must be managed effectively.**

**Condition:** The education provider needs to provide evidence that student feedback is taken into consideration in the delivery of the programme.

**Reason:** During the visit, the visitors reviewed some module evaluations but they did not have a chance to see how student feedback is considered in the subsequent delivery of the programme. Therefore they wish to see evidence of the mechanism that is in place to take enrolled students' feedback into consideration in the subsequent delivery of the programme to be assured this standard is appropriately met.

### **3.5 Subject areas must be taught by staff with relevant expertise and knowledge.**

**Condition:** The education provider must assure of the inclusion of AHPs input into the development and delivery of the programme.

**Reason:** During the meeting with the senior team, the visitors were told that the programme team is currently in contact with a physiotherapist to obtain advice from the profession and that there is an intention to recruit new staff with specific knowledge of AHP-requirements if the programme is approved by HPC. Therefore, the visitors want the education provider to produce a statement of assurance of the inclusion of AHPs and AHP-requirements input into the development and delivery of the programme to make sure this standard is met.

### **3.9 Where students participate as patients or clients in practical and clinical teaching, appropriate protocols must be used to obtain their consent.**

**Condition:** The education provider must provide information about the protocols used to obtain consent where students participate as patients or clients in practical and clinical teaching.

**Reason:** In discussion with the programme team, it was clear that there is a form used to obtain consent from students. However, the visitors did not have an opportunity to review the protocols and therefore require documentary evidence to assist them in determining how this standard is met.

### **3.11 Throughout the course of the programme, the education provider must have identified where attendance is mandatory and must have associated monitoring mechanisms in place.**

**Condition:** The programme team must redraft the programme documentation, including the student handbook, to include information about where attendance is mandatory and more detail on the sickness/absence policy.

**Reason:** The documentation submitted neither specified where attendance is mandatory nor the sickness/absence policy throughout the course of the programme. Therefore in order for this standard to be met, the education provider must include this information in the programme documentation, including the student handbook.

### **4.2 The programme must reflect the philosophy, values, skills and knowledge base as articulated in the curriculum guidance for the profession.**

**Condition:** The education provider must include pharmacokinetics in the module descriptor document.

**Reason:** In the module descriptor, pharmacodynamics is stated under therapeutics but pharmacokinetics is not. The student handbook however refers to both. Therefore, in order the information to be consistent, pharmacokinetics must be included also in the module descriptor document.

#### **4.4 The curriculum must remain relevant to current practice.**

**Condition:** The education provider must assure of the inclusion of AHPs in the development of the programme.

**Reason:** In the documentation submitted, there was no evidence of how the education provider ensures that the curriculum remains relevant to current AHP practice. Therefore, with the inclusion of AHPs in the programme, the visitors require evidence of how the education provider ensures that this standard is met.

#### **4.7 Where there is inter-professional learning, the profession-specific skills and knowledge of each professional group must be adequately addressed.**

**Condition:** The education provider must assure of the inclusion of AHPs input into the delivery of the programme.

**Reason:** In the documentation submitted, there was no evidence that where there is inter-professional learning, the skills and knowledge of each professional group is considered and adequately addressed. Therefore, with the inclusion of AHPs in the programme, the visitors want to be assured of the inclusion of AHPs input into the delivery of the programme.

#### **5.6 The education provider must maintain a thorough and effective system for approving and monitoring all placements.**

**Condition:** The education provider must formulate a process to maintain a thorough and effective system for approving and monitoring all placements.

**Reason:** In the documentation supplied by the programme team, information about placement audits, and therefore how the programme team ensures that placement environments are suitable, was not provided. During the visit, the programme team was not able to assure the visitors that a thorough and effective system for approving and monitoring all placements was in place. In order to meet this standard, the education provider must formulate a process to maintain a thorough and effective system for approving and monitoring all placements. The audit process must include approval of new placements, and their future monitoring.

**5.7.2 Students and practice placement educators must be fully prepared for placement which will include information about and understanding of the timings and the duration of any placement experience and associated records to be maintained.**

**Condition:** The education provider must include information on the exact timing of placements in relation to the theory programme in the student handbook and practice placement handbook.

**Reason:** The documentation submitted did not clearly state the exact timing of placements in relation to the theory programme in the student handbook and practice placement handbook. Therefore the programme documentation must be updated to clearly reflect this information.

**5.10 The education provider must ensure necessary information is supplied to practice placement providers.**

**Condition:** The programme team must redraft the practice placement handbook to include where attendance is mandatory and the sickness/absence policy when students are at placement.

**Reason:** The documentation submitted neither specified where attendance is mandatory nor the sickness/absence policy. Therefore in order practice placement providers obtain necessary information, the education provider must include this information in the practice placement handbook.

**6.2 Assessments methods must be employed that measure the learning outcomes and skills that are require to practise safely and effectively.**

**Condition:** The programme team must update the programme documentation, including the student handbook, to include the numeracy assessments.

**Reason:** During the meeting with the programme team, the visitors were told that numeracy assessments formed part of the overall course assessment. Since they were not mentioned in the documentation provided prior to the visit, the programme documentation, including the student handbook, needs to be updated to reflect the inclusion of numeracy assessments.

**6.4 The measurement of student performance and progression must be an integral part of the wider process of monitoring and evaluation, and use objective criteria.**

**Condition:** The programme documentation must clearly articulate the pass marks and marking criteria for all assessed elements and make this information accessible in the documentation.

**Reason:** In the documentation provided prior to the visit, there was some information about the pass marks and marking criteria however it was not easily accessible and was not provided for all assessed elements. Therefore the visitors

want to see a document clearly articulating the pass marks and marking criteria for all assessed elements to make sure this standard is met.

#### **6.7.1 Assessment regulations must clearly specify requirements for student progression and achievement within the programme.**

**Condition:** The student handbook must be updated to clearly articulate the pass marks and marking criteria for all assessed elements and make this information accessible to students.

**Reason:** In the documentation provided prior to the visit, there was some information about the pass marks and marking criteria however it was not easily accessible and was not provided for all assessed elements. Therefore the student handbook must be updated to clearly articulate this information in order students can understand what is expected of them at each stage of the programme.

#### **6.7.3 Assessment regulations must clearly specify requirements for an aegrotat award not to provide eligibility for admission to the Register.**

**Condition:** The education provider must redraft and resubmit the programme assessment regulations to clearly state that students who are awarded an aegrotat award will not have the HPC register annotated with the Supplementary Prescribing entitlement.

**Reason:** The submitted documentation did not state clearly state that an aegrotat Award will not lead to eligibility to the HPC register annotated with the Supplementary Prescribing entitlement. The visitors wish the programme documentation to be updated to include this caveat.

#### **6.7.4 Assessment regulations must clearly specify requirements for a procedure for the right of appeal for students.**

**Condition:** The education provider must include the procedure for the right of appeal for students in the programme documentation.

**Reason:** The procedure for the right of appeal for students was not included in the submitted programme documentation. The visitors wish this procedure to be made available to students. Therefore this document or a web-site reference to this document must be included in the student handbook.

## Recommendations

### **3.2 The programme must be managed effectively.**

**Recommendation:** The education provider should consider the recruitment of a new member of staff appointed to a role in support of the programme leader.

**Reason:** The education provider expects an increasing number of students in the near future and in order to assure that the workload of the programme leader is manageable, the visitors would recommend the senior team to consider the recruitment of a new member of staff appointed to a role in support of the programme leader.

### **3.13 The learning resources, including the stock of periodicals and subject books, IT facilities, including internet access, must be appropriate to the curriculum and must be readily available to students and staff.**

**Recommendation:** The education provider should review the list of useful websites which is included in the student handbook in order to include reference to the British National Formulary website as well as to any AHP related websites.

**Reason:** The list of useful websites which is included in the student handbook did not include any references neither to the British National Formulary website (<http://www.bnf.org>) nor to any AHPs related websites. As they may be useful to students, the visitors would recommend the education provider to include these websites in the list.

## Commendations

The visitors wish to commend the following aspects of the programme:

**Commendation:** The visitors wish to commend the education provider for the investment in an interactive mannequin with 'human' responses and that is accessible to students in the clinical simulation centre.

**Reason:** An interactive mannequin with 'human' responses is available to students in the clinical simulation centre. This mannequin is capable of a range of human reactions which include, but is not limited to, crying, sweating, trembling, bleeding, blood pressure changes, shock reactions and therefore helps students to practice in more realistic conditions. Therefore the visitors wish to commend the education provider for having invested in such a mannequin to benefit and enhance students learning.

Dr Jean Mooney  
Mr Gordon Pollard